

Emery School District Improvement Plan/Progress Report Form

Principle 3: Appropriate Evaluation				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>In all student files reviewed, with the exception of speech/language and early childhood, the monitoring team found that students were given a Behavior Assessment for Children (BASC). The behavior assessment is completed as a precautionary step in the event of long-term suspension of the student. Based on this information, the monitoring team concluded that the district does not consider the child's individual needs when making the determination of needed evaluation data.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district will consider the child's individual needs when making the determination of needed evaluation data.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>The child's individual needs when making the determination of needed evaluation data will be considered.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress August 31, 2004</p>	<p>12 month progress Record date objective is met</p>

<p>1. What will the district do to improve? For each initial evaluation or re-evaluation, the referral team will review existing data on the child, including previous evaluations, parent information, classroom performance and curriculum-based assessments, and observations by teachers and related service providers, as the team determines which evaluations are appropriate for the child.</p> <p>What data will be given to OSE to verify this objective?</p> <p>The SPED staff will review files, report the number of files checked and state the percentage that had completed referral reviews with the prior notice for evaluation.</p>	<p>10-13-2004 & on going there after</p>	<p>SPED Teachers and Principal</p>	<p>Met September 10,2004</p>	
<p>Please explain the data (6 month) Ten students completed re-evaluations since January, 2004. 100% of the files show documentation that the referral team reviewed existing data about the child as the team determined which evaluations were appropriate. The referral review team included parents, school principal, classroom teacher(s), and special education teacher. The speech clinician attended when the child received speech services. Parent comments, classroom performance and curriculum-based assessments, and observations by teachers and related service providers are recorded on each form. There were no initial evaluations during this time.</p>				
<p>Please explain the data (12 month)</p>				

<p>Principle 3: Appropriate Evaluation</p>
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>In three of four student files reviewed where articulation was a concern, the monitoring team found that the evaluation did not include functional skill information.</p>
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district will ensure that a variety of assessment tools and strategies are used to gather relevant functional and development information about the child.</p>

<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>Functional assessment will be part of all students' comprehensive evaluation.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve?</p> <p>For each evaluation, the special education staff will conduct functional assessments within the 25-day time frame and summarize the functional data in the evaluation summary. Data from the functional assessments will be incorporated in the student's present levels of performance 100% of the time.</p> <p>What data will be given to OSE to verify this objective?</p> <p>The SPED staff will report to OSE the number of files checked and state the percentage of completed multidisciplinary evaluations, which included functional assessments. The SPED staff will also report the percentage of files, which contain functional assessment data in the present levels of performance.</p>	<p>10-13-2004 & on going there after</p>	<p>SPED Teachers, Speech Clinician and Principals</p>	<p>August 31, 2004</p> <p>Met September 10, 2004</p>	
<p>Please explain the data (6 month) Ten of ten, or 100%, of the completed multidisciplinary evaluations included functional assessments. Data from the functional assessments was included in the present levels of performance in each case. Evaluations included 3 elementary, 2 speech/language, and 5 jr/sr high students.</p>				
<p>Please explain the data (12 month)</p>				

Principle 5: Individualized Education Program				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>Annual goals need to be measurable/skill based and reasonably attainable in one year. In three files reviewed at the elementary level, the annual goals were not written in a manner that would be measurable/skill based on their own.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district will ensure that student's IEP (annual goals) contain required content.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>All student's IEP will have annual goals written that are measurable/skill based and reasonably attainable in one year.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve? Based on the needs identified in the present level of performance statement, the annual goals of each IEP will be measurable/skill based and reasonably attainable in one year.</p> <p>What data will be given to OSE to verify this objective? The SPED staff will review the goals of IEPS and report to SEP the number of files checked and state the percentage of IEP with goals containing the required components.</p>	<p>10-13-2004 & on going there after</p>	<p>SPED Teachers and Principals</p>	<p>August 31, 2004</p> <p style="text-align: center;">Met September 10, 2004</p>	
<p>Please explain the data (6 month) 100% of the seven elementary IEPs reviewed included annual goals containing the required components.</p>				
<p>Please explain the data (12 month)</p>				

Principle 5: Individualized Education Program				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) At the elementary level, short-term objectives were not consistently derived from the annual goal and/or skill based.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will ensure that student's IEP (short-term objectives) are derived from the annual goal and are skill based.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) All student's IEP will have short-term objectives that are derived from the annual goal and are skill based.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? For each goal of the IEP, the short-term objectives will be derive from the annual goal and be skill based. What data will be given to SEP to verify this objective? The SPED staff will review the goals and objectives of the IEPS and report to SEP the number of files checked and state the percentage that are derive from the annual goal and are skill based.	10-13-2004 & on going there after	SPED Teachers and Principals	August 31, 2004 Met September 10, 2004	
Please explain the data (6 month) 100% of the seven elementary IEPs reviewed contained short-term objectives derived from the annual goals and written in skill-based statements.				
Please explain the data (12 month)				

Principle 5: Individualized Education Program
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Present levels: (Statement of present levels of performance that resulted in area of non-compliance) In four speech files and one elementary files reviewed by the monitoring team, IEPs did not indicate the specific location of services.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will ensure that student's IEP indicate the specific location of services.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) All students' IEP will indicate the specific location of services.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? The amount and location of services will be stated on each IEP. What data will be given to SEP to verify this objective? The SPED staff will submit the number of files checked and state the percentage of IEPs that contain the required written statements of amount and location of services.	10-13-2004 & on going there after	SPED Teachers, Speech Clinician and Principals	August 31, 2004 September 10, 2004	
Please explain the data (6 month) Seven of seven (100%) elementary IEPs and four of four speech (100%) IEPs contained written statements of amount and location of services. Three other speech IEPs were reviewed; however, the students were either dismissed or the parents declined services.				
Please explain the data (12 month)				

Principle 5: Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance) In the speech files it showed that the placement committee did not provide a written description of why removal from the regular educational classroom is necessary. Placement statements provided on the IEP were written in a rejected and/or accepted format. These statements however, did not justify why the nature or severity of the child's needs was such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will ensure that IEPs will address justification for placement.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The justification for placement will be documented on students' IEPs.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? The special education coordinator will provide TA so that all IEPs contain required data in the justification statements. What data will be given to SEP to verify this objective? The date, agenda and who was present for the TA will be report to SEP.	As soon as possible	SPED Teachers, Speech Clinician and Principals	April 13, 2004 (Local Inservice) August 27, 2004 (Cornbelt Coop. Inservice) Met September 10, 2004	
Please explain the data (6 month) Technical assistance for writing justification statements was addressed in a one-hour local inservice meeting for elementary resource room teacher and speech clinician on April 13, 2004. The special education coordinator/secondary resource room teacher of the district was the facilitator. Further inservice was provided by Mary Borgman at the Cornbelt Cooperative Inservice on August 27, 2004.				
Please explain the data (12 month)				
Principle 5: Individualized Education Program				

Present levels: (Statement of present levels of performance that resulted in area of non-compliance) In the speech files it showed that the placement committee did not provide a written description of why removal from the regular educational classroom is necessary. Placement statements provided on the IEP were written in a rejected and/or accepted format. These statements however, did not justify why the nature or severity of the child's needs was such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will ensure that IEPs will address justification for placement.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The justification for placement will be documented on students' IEPs.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? As the IEP team provides justification for placing a child in a setting outside the regular classroom, the IEP team will write a description of each placement alternative considered for the child and the reasons why each option was rejected or accepted for each IEP. What data will be given to SEP to verify this objective? The SPED staff will submit to SEP the number of files checked and state the percentage of IEPs that contain required information in the justification statements.	10-13-2004 & on going there after	SPED Teachers, Speech Clinician and Principals	August 31, 2004 Met September 10, 2004	
Please explain the data (6 month) Four speech files were reviewed, and 100% of the files contained justification statements describing the reasons why each option was rejected or accepted for each IEP.				
Please explain the data (12 month)				